

Vocational Qualifications (QCF, NVQ, NQF)

Sport and Leisure

Level 2 Certificate Fitness Instructing – **01783**

Level 3 Certificate Personal Training – **01784**

Level 2 Certificate (NVQ) Activity Leadership – **03978**

Level 2 Certificate (NVQ) Active Leisure, Learning and Well-being
Operational Services – **03979**

Level 3 NVQ Diploma Leisure Management – **10281**

Level 3 NVQ Diploma Sports Development – **10282**

OCR Report to Centres November 2015

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates, which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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Levels 2-3, Sport and Leisure

1 Overview

Generally, centres have well-qualified and experienced staff with a blend of industry and academic expertise. They undertake a programme of regular staff development including vocational CPD and organisational updates. Centres have good, sometimes excellent resources and facilities to deliver the qualifications. Resources and facilities are generally modern and updated when possible to keep up to date with industry developments.

Most centres have strong links with reputable sports centres, leisure centres and fitness centres. Some centres have their own sport and fitness facilities, which are also operated on a commercial basis. This has enabled learners to generate a range of evidence in the context of real working environments.

Overall, learners are very satisfied with the level of support they receive. Most centres provide a comprehensive induction and initial assessment process. Learners are being supported by regular assessment planning and tutorial reviews. Centre staff appear to be very approachable and accessible to learners requiring support. Most centres use a range of valid assessment methods but some centres could take a more holistic and creative assessment approach to meet their learners' needs. For example, for NVQ schemes there has been an over-reliance on written questioning to assess knowledge and understanding.

Most centres have effective assessment and internal verification systems in place. Assessors and Internal Verifiers are well qualified and experienced. There is sound internal verification planning, sampling and reporting being undertaken. However, internal verifiers could develop the use of formal standardisation activities to ensure consistent standards, particularly when there are large assessment teams. Internal verifiers and assessors could improve the provision of developmental feedback and action planning.

Centres are maintaining their systems and records effectively. Most centres have to fulfil these requirements for other external inspections such as OFSTED. Centres have up to date policies and procedures that are accessible for staff and learners. Generally, there are clear management structures and defined individual responsibilities within teams. There are also effective lines of communication to disseminate information but the outcomes of team meetings could be documented more formally.

2 General Comments

The performance of learners has mostly been of a sound or good standard. For level 2 and level 3 NVQ schemes (03978, 03979, 10281, 10282), learners have generated a range of appropriate evidence within real working environments. This includes evidence such as performance observations, work products, reflective diaries and written accounts. Learners' evidence portfolios have mostly been well-presented but evidence could be more clearly cross-referenced to the assessment criteria. Some centres have successfully implemented e-portfolio systems to address this issue. There has been some over-reliance on written work to evidence learners' knowledge and this could be evidenced by the use of other appropriate methods such as verbal questioning or professional discussion.

For schemes 01783 and 01784, learners' practical performance has been of a good standard. Learners also generally complete the OCR assessment documentation to an appropriate standard. However, learners should be encouraged to consider the verbs used within assessment tasks, such as 'identify' and 'explain' and to ensure the sufficiency of their answers.

3 Comments on Individual Units

Overall, the mandatory and optional units for NVQ schemes 03978, 03979, 10281 and 10282 are being accurately assessed in accordance with the requirements of the specifications. Learners are generating appropriate evidence to achieve the assessment criteria. However, there is generally an over-reliance on written questioning for the assessment of learners' knowledge. Centres should develop other assessment methods to meet the individual needs of their learners such as verbal questioning or professional discussion. Observations have been widely used to assess learners' performance holistically across a range of units. This is good practice but there is some scope for improvement in the recording of these observations. Assessors should ensure that observations are sufficiently detailed and that the assessment criteria being achieved are clearly annotated.

For the mandatory level 2 unit – 'Support equality and diversity in active leisure and recreation', some centres have found it difficult to assess the learners' performance for LO2/ AC2.3. Centres have successfully assessed this criterion through performance observations of learners leading groups or working with customers on different occasions.

Overall, the mandatory and optional units for schemes 01783 and 01784 are being accurately assessed in accordance with the requirements of the specification. The OCR assessment documentation is being completed to an appropriate standard and learners are demonstrating a good level of practical performance.

For units that are assessed via an OCR set test (level 2 'Principles of exercise, fitness and health'; level 2 'Anatomy and physiology for exercise'; level 3 'Anatomy and physiology for exercise and health'), centres are providing appropriate re-sit opportunities for learners to meet the required standard. The OCR marking schemes are also being applied accurately. However, assessors should ensure that they clearly indicate which learning outcomes/sections have been addressed via re-sits.

For the mandatory level 2 unit – 'Know how to support clients who take part in exercise and physical activity', learners' knowledge of setting SMART goals for LO3 / ACs 3.4 and 3.5 has been adequate but could be more robust. Learners need to address short, medium and long-term goals and consider all aspects of the SMART acronym. The setting of SMART goals could also be improved within the assessment of level 2 'Planning' units and the level 3 unit, 'Programming personal training with clients'.

For the assessment of level 2 Planning units and the level 3 'Programming personal training with clients' unit, learners have completed some clear and detailed programme plans. However, learners should be encouraged to give further consideration to the exercise progression/regressions aspect of their planning because opportunities are often missed.

For assessment of LO7 in the level 2 Instructing units and LO8 in the level 3 unit 'Delivering personal training sessions', the learners' reflections on their own performance are generally rather brief. Assessors should encourage learners to reflect in greater depth, as this will help them to develop their future practice.

4 Sector Update

OCR will not be providing this suite of qualifications in the future due to changing market forces and the limited uptake by centres in previous years. Registrations for these qualifications are no longer being accepted. Centres should be aware of the final certification dates for each scheme and must process their claims by the specified deadline.

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